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DESCRIPTORS *Adult Vocational Education; *Annotated Bibliographies; Disadvantaged Groups; Educational Research; Resource Guides

ABSTRACT

This annotated bibliography is designed to assist applicants for grants under part C of the Vocational Amendments Act of 1963 (Section 131a) by providing access to documents, journal articles, and current projects related to adult vocational education. The report literature and journal articles cited were found in a search of "Resources in Education" (RIE), "Abstracts of Instructional and Research Materials" (AIM/ARM), and "Current Index to Journals in Education" (CIJE), and cover information most relevant to the topical area and representative of previous work. Citations are included for 28 documents, 8 journal articles, and 1 project. Also included are instructions for ordering the cited materials. (NJ)

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Bibliography Series No. 30

ADULT VOCATIONAL EDUCATION

An Annotated Bibliography of Publications and Projects

compiled by
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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October 1975

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VT 103 596

CE 004 662

FOREWORD

The project staff of *Abstracts of Instructional and Research Materials in Vocational and Technical Education* (AIM/ARM) prepared this bibliography to help applicants for support of research under the Vocational Education Act of 1963, as amended (Section 131a of Part C). The bibliography provides access to documents, journal articles, and current projects related to adult vocational education, one of four research priorities established by the U.S. Office of Education for fiscal year 1976. Other bibliographies corresponding to FY76 Part C research priorities include:

Post-Secondary Vocational Education (Bibliography Series No. 31)

Individualization and Modularization of Vocational Education Instructional Materials (Bibliography Series No. 32)

Special Needs Populations (Bibliography Series No. 33)

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INTRODUCTION

Adult vocational education has been designated as a priority area for research projects to be sponsored by the U.S. Office of Education during fiscal year 1976. When undertaking a research project it is important to take into consideration previous work and current activity in the same area so as to avoid duplication and build upon prior knowledge. Many reports on completed work have been announced in *Resources in Education* (RIE) or *Abstracts of Instructional and Research Materials in Vocational and Technical Education* (AIM/ARM) or described in journal articles announced in *Current Index to Journals in Education* (CIJE).

The report literature and journal articles cited in this publication were found in a computer-assisted search of RIE, AIM/ARM, and CIJE. These citations were selected from among a larger number uncovered in the initial search. The selected items were deemed relevant to the topical area and representative of previous work. As with most bibliographies, the inclusions are a product of the search strategies and the judgement of the compilers. Therefore, users of the bibliography should seek information from other sources as well.

The documents listed are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS) or the original source as indicated in the citation. The journals may be found in most state or university libraries. The current projects cited were selected from among those listed in AIM/ARM (Volume 7, Nos. 4-6; Volume 8, Nos. 1-3). Additional information about these projects may be obtained from the project directors listed.

ERIC DOCUMENTS

ED104862 SP009100

COMPETENCY BASED EDUCATION: THE EMERGING CENTER OF LEADERSHIP.

Jones, Harry

Pub Date-75 Note-15p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-*Adult Education/Educational Innovation/Educational Trends/Higher Education/Individualized Instruction/Microteaching/*Performance Based Education/Performance Based Teacher Education/Teaching Skills

This document suggests ways in which competency based education (CBE) offers a productive direction for education in a society of rapid environmental change. Part One discusses as a primary mission of the teacher providing a positive and affectionate model for children who have experienced little personal interaction at home. It also defines the individualized instruction of CBE as compatible in such a teaching situation. Part Two illustrates the variety of data available to the individual and suggests that each student must be able to move forward at his own rate in different subject and skill areas. The study urges that: (a) the concept of graduation be deemphasized, (b) continuing education is a necessity in a society of advancing technologies, and (c) education should be available seven days a week on a 24-hour basis. It also notes that the independent study and modular concepts of CBE fit in well with such an educational reorganization. Part Three discusses the future training of teachers emphasizing: (a) the importance of personal style, (b) the possible use of microteaching sessions to develop teaching techniques, and (c) problems and their solutions concerning CBE and certification. (JS)

ED104736# SO008165

SELECTED MODELS OF WORKER EDUCATION IN EUROPE. RESEARCH SERIES 3, 1973.

Bolding, Robert E.

Iowa Univ., Iowa City. Center for Labor and Management.

Pub Date-73 Note-142p.

Available from - Center for Labor Management, University of Iowa, Phillips Hall, Iowa City, Iowa 52242 ($3.00)

Document Not Available from EDRS.

Descriptors-Adult Education/*Adult Vocational Education/Audiovisual Instruction/Comparative Education/Employment/Higher Education/*Job Training/Labor/*Labor Education/*Manpower Development/Models/Nonformal Education/Secondary Education/*Vocational Education

Identifiers-England/Finland/France/Germany/Norway/Organization for Rehabilitation through Training/ORT/Soviet Union/Sweden

The contents of this book deal with worker education in France, England, the Soviet Union, Germany, Sweden, Norway, and Finland and with the international activities of the Organization for Rehabilitation through Training (ORT). Examples are presented of what can be done and what has been done to develop the potential of the worker in Europe. The book suggests that the United States can adapt the European programs to strengthen the education of its own workers. Contents, arranged by country, focus on the following sorts of topics in worker education: secondary level institutions, exemplified by the French approach from apprenticeship to the traditional humanistic lycee; adult education, particularly the retraining of technologically displaced individuals being done in Sweden; education by trade unions such as that being carried on in England; use of the media in the British Open University, in Sweden, and by ORT; the initiative of the private sector, such as that of the British chocolate factory furthering the education of its youthful workers; welfare work; cooperation between industry and government typified by Finland; and finally the opportunity of higher education for people, normally excluded by social traditions, exemplified by the Open University. The final chapter is a "noncountry" approach which reviews the book contents on the listed topics. (JH)

ED102358 CE003063

THE ROLE OF INDUSTRY IN TRAINING THE HARD CORE UNEMPLOYED.

Siegel, Jerome

Spons Agency-Department of Labor, Washington, D.C.

Pub Date-70 Note-16p.; Paper presented at the Annual Meeting of the Metropolitan Chapter, Human Factors Society, April 1970

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-Counseling/*Educational Programs/*Industrial Training/Industry/*Job Training/Sensitivity Training/Training Techniques/*Unemployed/Vocational Rehabilitation

A project of the Riverside Research Institute (RRI) provided training for ten hard core unemployed for one year in four vocational skills: computer peripheral equipment operators, electronics technicians, machine operators, and draftsmen. Selection was based on at least an eighth grade verbal and numerical achievement level, tests, and interviews. Major components of the program were: orientation to the program, on-the-job training in all skill areas, job related basic education with additional mathematics, personal and vocational counseling, and sensitivity training of RRI employees. An evaluation indicated that the primary program objective to provide skills training and a job opportunity to someone who ordinarily would not have had this chance, had been clearly satisfied. Success was also indicated by evaluations in the areas of personnel turnover (six of the ten were still employed one year after the program and two left to attend college on full tuition scholarships); rate of learning; job performance; and adjustment to working environment (progress in this area was extremely slow, but there were gradual improvements in absentee and lateness records and in diminution of time spent with counselors). (Author/NH)

ED101190 95 CE002959

A CAREER DECISION-MAKING MODEL UTILIZING ADULT BASIC EDUCATION AND COUNSELING FOR THE UNDER/UNEMPLOYED ADULT AND FAMILY. FINAL REPORT.

Drake, James Bob; Morgan, Alice S.

Auburn Univ., Ala. Department of Vocational and Adult Education; Huntsville City Schools, Ala.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Bureau No.-V324304

Grant-OEG-4-73-7105

Pub Date-Jul 74 Note-177p.

EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

Descriptors-Adult Basic Education/*Adult Education Programs/Adult Educators/Career Choice/*Career Planning/Decision Making/*Decision Making Skills/Disadvantaged Groups/Employment/Family Counseling/Family Influence/Family Involvement/Models/Personal Values/Pilot Projects/*Program Descriptions/*Program Evaluation/Teacher Role/Vocational Aptitude/Vocational Counseling

The purpose of the project was to perfect a career decision-making model that could be used by an adult basic education teacher to help the disadvantaged adult upgrade himself educationally and make a realistic career decision based upon his and his family's personal value system; his goal decided upon, the model could be used to help him determine the best route to his selected career. The evaluation of the project attempts to illustrate how the project was interphased with a total adult education program to achieve its objectives, and to improve the total program. The evaluators visited the project four times during the year for program observation and review, and consultation with the project staff. The program description provided is detailed and comprehensive; the evaluators have placed the program in context with many tables of relevant statistical data. Evaluation is made with reference to each of the project's specific objectives. Nearly 5,000 adult learners were served during the year, at a total cost slightly exceeding $200,000. The economic level of a majority of the learners did not rise during the project's duration, but the program paved the way for future improvement through the educational progress made. (Author/AJ)

ED099603 CE002698

NEW CAREERS FOR MID-LIFE: MAY WE HELP YOU?

Boenninger, Ronald

National Vocational Guidance Association, Washington, D.C.

Pub Date-74 Note-31p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-*Adults/*Career Change/*Career Choice/Career Education/Career Planning/Counseling/Effectiveness/Creativity/Decision Making/Developmental Psychology/Educational Planning/Interagency Cooperation/Interdisciplinary Approach/Job Placement/Literature Reviews/*Middle Aged/Motivation/*Vocational Development/Working Women

Identifiers-*Second Careers

Numerous societal changes have encouraged the marked increase in second careers for people in general and for those over 35 in particular, raising implications for both career development and vocational decision-making. A

developmental model needs to be realigned with new developmental strategies for the middle years. Research literature has suggested that most people undergo a midlife crisis--a reaction to the onset of aging and a reawakening to unresolved problems and/or career decisions. Recent research studies have shown higher achievement values and motivations for candidates for second careers than noncandidates and a high proportion of second-career candidates having a low degree of autonomy on their jobs. Moreover, vocational decision-making at midlife has been found more complex, "soul-rending," and fearsome than at other stages. The role of this Commission needs to be threefold: educational, collaborative, and creative. Recommended collaboration includes the American Association of Community and Junior Colleges, the Adult Education Association, the National Institute of Education, and the military. Recommendations for creativity include: radio and television materials; career education-placement agencies in cooperation with labor and industry; research pertaining to counseling/assessment skills, models, and/or autobiographies of people changing careers; publications and regional meetings; training of personnel; focus on problems of women. (EA)

ED098360# CE002440

OCCUPATIONAL ESSENTIALS: SKILLS AND ATTITUDES FOR EMPLOYMENT. THIRD EDITION.

Richter, David J.

Pub Date-72 Note-198P.; For instructor's guide and lesson plans see CE 002 439

Available from-H. C. Johnson Press, Inc., Vocational Education Division, P.O. Box 4156, 1800 Broadway, Rockford, Illinois 61110 ($4.50)

Document Not Available from EDRS.

Descriptors-Adult Education/*Adult Vocational Education/*Career Education/Career Ladders/Employment Potential/Employment Qualifications/Instructional Materials/Interpersonal Competence/Job Applicants/Job Skills/*Job Training/Occupational Guidance/Secondary Education/Self Actualization/*Study Guides/Vocational Development/*Work Attitudes

The student handbook teaches six skills which are basic to seeking employment, working on the job, and resigning from the job. These skills include matching talents to the job, locating job openings, securing a job, succeeding and advancing on the job, and how to "quit" a job. Although it is useful as a course in orientation to the world of work at the secondary level, the course is generally aimed at adults in manpower training programs, correctional institutions, job corp programs, and for general education development test candidates. The course utilizes a wide range of instructional techniques including self-instructional exercises, guidance lessons, role-playing sessions, instructor and group evaluations, checklists, filmstrips, dictionaires and other source books, and self-evaluations. Each lesson has been individualized when practical. Though a fourth grade reading level is expected of the student, individuals at lower levels can profit from the course with more attention from the instructor. (Author/MW)

ED098359# CE002439

OCCUPATIONAL ESSENTIALS: SKILLS AND ATTITUDES FOR EMPLOYMENT. INSTRUCTOR'S GUIDE AND LESSON PLANS.

Meredith, Leona H.

Pub Date-71 Note-107p.; For text, Occupational Essentials, see CE 002 440

Available from-H. C. Johnson Press, Inc. Vocational Education Division, P.O. Box 4156, 1800 Broadway, Rockford, Illinois 61110 ($4.50)

Document Not Available from EDRS.

Descriptors-Adult Education/*Adult Vocational Education/*Career Education/Career Ladders/Employment Potential/Employment Qualifications/ Instructional Materials/Interpersonal Competence/Job Applicants/Job Skills/ *Job Training/Lesson Plans/Occupational Guidance/Secondary Education/Self Actualization/*Teaching Guides/Vocational Development/*Work Attitudes

The eight-page teacher's guide provides general objectives for the course. It also includes details on the population for which it was designed and some information regarding the variety of programs in which the material has been used successfully. The Occupational Essentials lesson plan section consists of 36 lesson plans, each stating behavioral objectives, suggested teaching aids and materials, references, preparation, classroom presentation, application, and testing procedures. Concluding the document is a list of suggested films and filmstrips. (MW)

ED092662 CE001336

UPGRADING IN AN INDUSTRIAL SETTING. FINAL REPORT.

Russell, Wendell

Oak Ridge Associated Universities, Tenn. Manpower Development Div.

Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.-DLMA-20-47-73-18-1

Pub Date-Feb 74 Note-60p.

Available from-National Technical Information Service, Springfield, VA 22151

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-*Employees/Improvement/*Improvement Programs/Industrial Personnel/*Industrial Training/Manpower Development/Occupational Guidance/ Performance Criteria/Program Evaluation/Simulation

Identifiers-*Manpower Research

The project objectives were: (1) to assess existing industrial upgrading practices in an Atomic Energy Commission contractor organization, (2) to design new alternative upgrading methods, (3) to experiment with new upgrading methods, (4) to plan for utilization of proven upgrading programs, and (5) to document and disseminate activities. A twelve-page section of the report is in the form of a separate paper, titled "The Validity and Utility of Simulation Techniques," discussing the operation of an assessment center for employee upgrading. A further 30 pages appear to be from a booklet explaining how the assessment center is used for identification of first-line supervisors. Six pages summarize the impact of management practices, training programs, legislation, collective bargaining agreement, and employee

mobility on employee upgrading. The final three pages briefly evaluate the success of the assessment center and the opportunity counseling it provided. (SA)

ED087851 CE000473
SECOND CAREERS: A SELECTED BIBLIOGRAPHY.
Kelleher, Carol H., Comp.
National Council on the Aging, Inc., Washington, D.C.
Pub Date-Mar 73 Note-15p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors-*Annotated Bibliographies/*Career Change/*Career Opportunities/Career Planning/Occupational Choice/*Older Adults/*Retirement
Identifiers-Multiple Careers
The 50-item bibliography consists of annotated selections divided into these sections: mid-career change, retiring military personnel, post-retirement careers, and guides and manuals and other practical information. The section on mid-career change covers voluntary career switches by people wishing to alter the focus of their working life, as well as changes that are forced on an individual by the decline of an industry or by early retirement from a civilian or military career. Included under post-retirement are new careers begun by retirees bored with inactivity or by older persons who find pensions inadequate and need the additional income from wages. Volunteer work after retirement is also treated as a second career. Literature is included that discusses both men and women who seek second careers during their working life, without any sex differentation. The topic of women who take outside jobs after a lengthy period of child-rearing is dealt with only incidentally. Some works with practical information for those persons seeking to change occupations or to start a business are also listed. (Author/SC)

ED087848 UD014166
INDEPENDENT EVALUATION OF THE ADULT BASIC EDUCATION CAREER DEVELOPMENT CENTER IN THE NEWARK MODEL CITIES AREA.
Gordon, Edmund W.; et al.
Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Grant-OEG-2-72-AB02
Pub Date-Jan 74 Note-68p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors-*Adult Education Programs/*Basic Skills/Career Ladders/Communication Skills/Compensatory Education Programs/Employment Programs/English (Second Language)/Mathematics Instruction/*Program Evaluation/Relevance (Education)/Secondary Education/Urban Education/*Vocational Development/Vocational Education
Identifiers-*New Jersey
The Adult Basic Education (ABE) Program was founded and is funded by the Newark Construction Trades Training Corporation. Internally, NCTTC provides all services to trainees other than the ABE component. Specifically,

it provides a recruitment function, guidance function, placement service, shop training program, and supervision of on-the-job training by site-liaison personnel. The ABE program is a major attempt to serve individuals with both a program oriented toward the acquisition of occupational competency, as well as a basic education which serves two purposes: (1) that of personal educational achievement, and (2) certification necessary to meet vocational entry requirements. These programs are designed to serve the people residing in the Model Cities area of Newark who are undereducated, unemployed, and underemployed. Special efforts are made to serve minorities, veterans, and former correctional inmates. ABE has four objectives: (1) to improve the communicative, computational and social skills for adults who inability to effectively use these skills substantially impairs their getting or retraining employment commensurate with their real ability; (2) to enhance their understanding of the free enterprise system in order to prepare them for their roles as productive citizens; (3) to interpret and relates students' educational accomplishments in order for them to observe educational relevance to their occupational training and their career objectives; and (4) to help make possible for the students, the acquisition of his high school equivalency diploma thus giving him a sense of personal and educational achievement. (Author/JM)

ED084980# HE004869

A STUDY OF BLACK COLLEGES TO DETERMINE THEIR CAPABILITY TO DEAL WITH THE PROBLEMS OF UNEMPLOYMENT, UNDEREMPLOYMENT AND JOB TRAINING. FINAL REPORT.

B and C Associates, Inc., High Point, N.C.

Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.-DLMA-20-37-73-15-1

Pub Date-29 June 73 Note-80p.

Available from-National Technical Information Service, Springfield, VA. (PB-22 814/6, HC-$3.75, MF-$1.45)

Document Not Available from EDRS.

Descriptors-Business/*Higher Education/Industry/*Job Training/Minority Role/*Negro Colleges/*Underemployed/*Unemployment

This study analyzes the capabilities of a selected sample of Black colleges to deal with the problems of unemployment, underemployment, and job training. It further analyzes the existing and potential levels of interrelations between minority colleges, business, and industry. (NTIS)

ED082006 CE000278

NEEDED: A VOUCHER PLAN IN SUPPORT OF CONTINUING EDUCATION.

Bushnell, David S.

Human Resources Research Organization, Alexandria, VA.

Spons Agency-Department of Health, Education and Welfare, Washington, D.C. Office of the Secretary.

Report No.-HumRRO-PP-7-73

Pub Date-Aug 73 Note-14p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-*Adult Education/*Career Education/Career Ladders/*Career Opportunities/Economic Progress/Federal Aid/*Financial Support/Labor Supply/*Retraining

Opportunities for career advancement, an adequate pool of trained manpower, and the growth of our economy are inextricably connected with the availability of continuing education and training opportunities to working adults. Availability is a function of access to training and successful participation in training. The federally funded voucher plan proposed by the author of this paper could insure the availability of lifelong learning opportunities. (Author)

ED075649 VT020010

ADULT DISTRIBUTIVE EDUCATION.

American Vocational Association, Washington, D.C.

Pub Date-Jul 72 Note-46p.

Available from-Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (Order No. 50372, Single copies $1.30, quantity discounts)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-*Adult Education/Advisory Committees/Cooperative Education/*Distributive Education/Educational Facilities/Educational Finance/Educational Needs/Educational Objectives/Evaluation Methods/Instructional Materials/Instructional Staff/*Out-of-School Youth/Program Development/*Program Evaluation/*Program Planning/Publicize/Teaching Techniques

Identifiers-*Program Implementation

Adult distributive education is designed to prepare out-of-school youth and adults to enter, progress, or improve their competencies in marketing and distributive occupations. Gainful employment increased job efficiency, eventual promotion, and better understanding of the economic activity in a selected field are the immediate outcomes of the adult program. Prepared by a committee of educators, this booklet discusses the goals of an adult distributive education program and provides suggestions for: (1) program planning and development, including assessing the need for a program, role of advisory committees, staffing patterns, and sources of financial support, and (2) program implementation and evaluation, including promotional activities, scheduling, instructional facilities, teaching techniques and materials, and evaluation techniques. Sample promotional devices and a student evaluation form are appended. (SB)

ED075633 VT019949

A PROJECT TO DEMONSTRATE MAKING VOCATIONAL EDUCATION MORE ACCESSIBLE TO PERSONS IN RURAL MINNESOTA THROUGH COOPERATIVE VOCATIONAL CENTERS. FINAL REPORT.

Thomas, Paul; Smith, W. O.

Minnesota State Dept. of Education, St. Paul. Division of Vocational and Technical Education.

Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.-0-361-0105
Contract-OEC-0-71-0653(361)
Pub Date-Dec 71 Note-143p.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
Descriptors-*Adult Vocational Education/*Area Vocational Schools/Cooperative Education/*Developmental Program/Inplant Programs/Job Placement/Occupational Guidance/Program Evaluation/*Rural Schools/Secondary Grades/*Vocational Education
Identifiers-*Minnesota

This document describes an exemplary project from October 1, 1970 through September 30, 1971 to expand vocational education to the youth and adults in rural Minnesota through the operation of vocational centers designed to serve all secondary schools in Roseau County and in South Central Minnesota. This was viewed as one project although conducted at two different sites. The centers provided vocational courses not available in the county schools to secondary students and also offered vocational courses and in-plan training for community adults. In addition, the centers sponsored a variety of other educational opportunities and vocational guidance efforts for both the students and the adults of the community. Despite problems of bussing, scheduling, and administrative cooperation, the evaluation indicated that most of the objectives of the project were accomplished. Success of the centers was credited to support from community, business, and educational agencies and to the centers' good public relations program. Recommendations for continuation and expansion of the centers and for the establishment of future centers are included. (MF)

ED074284 VT019726
MINORITY OWNERSHIP OF SMALL BUSINESSES: INSTRUCTIONAL HANDBOOK.
Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Office of Minority Business Enterprise (DOC), Washington, D.C.
Report No.-DHEW-OE-72-27
Pub Date-72 Note-47p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE5.287:87960, $0.50)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors-*Adult Vocational Education/*Business Administration/*Business Education/Business Skills/*Case Studies/Discriminatory Attitudes (Social)/Government Publications/*Minority Groups/Negro Businesses/Racial Discrimination/Socioeconomic Background/Supplementary Reading Materials/Vocational Development

This handbook is intended to provide supplementary instruction on basic business techniques for adult minority students in business education. Relevant information on how to start a business is provided by means of actual business situations and problems encountered in 30 recent minority business ventures. Focusing on business procedures and practices, each problem area is illustrated with specific experiences drawn from these case studies of 30 businesses, of which half failed. A broad spectrum of small businesses were selected, including retail sales, services, construction, and manufacturing. Although discriminatory social attitudes are highlighted, problems

which may not be derived solely from this identity issue are also discussed. This government publication covers topics such as financing, recordkeeping, insurance, and customer dealings. Advice from the 30 minority businessmen is given to assist aspiring minority entrepreneurs. (AG)

ED065766 AC012748
STEP-UP--A FINAL REPORT.
Blankenburg, Richard
San Diego Community Coll., Calif.
Spons Agency-Office of Economic Opportunity, Washington, D.C.
Pub Date-June 72 Note-87p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors-*Adult Basic Education/*Economic Development/Educational Facilities/*Educationally Disadvantaged/Feasibility Studies/Hypothesis Testing/In-Service Education/Mathematics Instruction/Preservice Education/Reading Instruction/*Released Time/*School Industry Relationship/Skill Development/Student Reaction/Systems Approach/Teaching Techniques
Identifiers-California/*Project Step Up/San Diego
A proposal for Project Step-Up, an endeavor to facilitate upward economic mobility, was submitted, based on the results of a feasibility study. These results indicated that 10 employers of the San Diego area were prepared to participate in a program to provide adult basic education skills to educationally disadvantaged employees. Participating companies provided classroom facilities on-site at the place of the student's employment. The hypothesis was that if the deficiencies in reading and mathematical skills were eliminated, the participants in the program would be able to acquire the necessary vocational skills for a better job through normal public school channels. It was found that employers were willing to grant entry level employees released time to attend classes. Teachers for the project underwent four preservice training cycles in addition to continuous in-service training on a weekly basis. Teachers used a systems approach. First a diagnostic procedure was utilized to determine student needs and then a course of action was prescribed. Eventually, a Community Learning Center was established in Southeast San Diego. Project Step-Up is the first program funded by OEO that has been completely assimilated in the ongoing program of the contracting agency. Both student and community reaction to the project was positive. Both unemployed and underemployed adults have experienced educational and economic success as a result of the project. It is recommended that adult schools consider duplicating the efforts of any of the parts of Project Step-Up. (CK)

ED064469 VT014705
REVIEW AND SYNTHESIS OF RESEARCH CONCERNING ADULT VOCATIONAL AND TECHNICAL EDUCATION.
Adams, Dewey Allen
The Ohio State Univ., Columbus. The Center for Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-Inf-Ser-58
Pub Date-Apr 72 Note-69p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-*Adult Vocational Education/*Advisory Committees/Bibliographies/Community Colleges/Curriculum Development/Educational Objectives/Minority Groups/Program Administration/*Research Needs/*Research Reviews (Publications)/Secondary Education/State of the Art Reviews/*Technical Education

In response to the increasing need for information relating to adult vocational and technical education, this state-of-the-art paper presents a review, summarization, analysis, and synthesis of significant literature in the area. Special attention is given the role of the public secondary schools and community colleges in contributing to adult vocational and technical education. Specific sections of the report deal with advisory committees and the research concerning the facilitation of adult learning. A summary of research and developmental activities identifies the significant trends, points up imperative needs, and recommends important research priorities. The four problem areas in the greatest need of research are identified as: (1) program evaluation and accountability; (2) organization, administration, and supervision; (3) integration of general and vocational education; and (4) strategies for working with minority groups. (Author/JS)

ED062627 AC012604

COMMUNITY PLANNING FOR ADULT TRAINING, EDUCATION AND EMPLOYMENT. SUMMARY REPORT.

Utah State Board of Education, Salt Lake City. Division of Adult Education and Training.

Pub Date-Aug 71 Note-164p.; Report on a combined Agency Workshop

EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

Descriptors-*Adult Education Programs/*Community Programs/Employment Services/Leadership Training/*Program Planning/Questionnaires/Role Playing/Simulation/*Technical Education/*Workshops

Identifiers-*Utah

A training model called Microville was used in a workshop to acquaint community leaders with the basic decision-making processes and interests involved in coordinated program development and implementation for adult education, training and employment. Microville consumed the first day and one-half of the workshop schedule: the last three and one-half days of the workshop were devoted to community-wide planning and coordinating of adult education, training and employment. Part I of the report discusses the planning of the workshop, and Part II discusses the activities of the workshop. Four exhibits present the following: Microville, Workshop Schedule, Workshop Letter of Invitation, and Workshop Publicity. (DB)

ED062621 AC012591

ADULT EDUCATION AND THE EMPLOYABILITY TRAINING PHILOSOPHY.

Grimes, Don M.

California State Dept. of Education, Sacramento. Bureau of Adult Education.

Pub Date-Feb 72 Note-7p.; Paper presented at the State Meeting of California Adult Educators Operating Work Incentive Training (WIN) Programs (Los Angeles, Calif., Feb. 22-23, 1972)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-Adult Basic Education/*Adult Education/Decision Making/*Disadvantaged Groups/*Educational Philosophy/*Job Training/Motivation/Problem Solving/Teacher Role/Vocational Education

The question of how to educate the disadvantaged and with what subject matter is discussed. It is pointed out that two policy decisions by the California State Department of Human Resources Development indicate that this matter is of concern and relevant decisions have been made concerning it. General types of projects which have existed in the Work Incentive (WIN) Program are listed and analyzed according to advantages and disadvantages. These types include: pre-requisite program, parallel, concurrent, or coupled programs. It is proposed that a program be initiated in which the student enters directly into vocational training, and the basic education skills deficiencies are identified by the vocational teacher and are then remedied. It is concluded that the use of successful programs must be undertaken if the problem of the disadvantaged is to be overcome. (Author/CK)

ED062619 AC012589

EDUCATING THE EMPLOYED DISADVANTAGED FOR UPGRADING. A REPORT ON REMEDIAL EDUCATION PROGRAMS IN THE PAPER INDUSTRY.

Rowan, Richard L.; Northrup, Herbert R.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.

Spons Agency-Manpower Administration (DOL), Washington, D.C.

Report No.-R-18

Pub Date-72 Note-183p.; Industrial Research Reports; Miscellaneous Series

EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

Descriptors-*Adult Basic Education/Case Studies/Cultural Enrichment/*Disadvantaged Groups/Educational Programs/Employment Opportunities/Environmental Influences/Industry/*Job Training/Mathematics/Motivation/*Negroes/Objectives/Paper (Material)/Programed Instruction/Reading Ability/*Remedial Instruction/Test Results/Unskilled Occupations

A study to determine the impact of adult basic education programs on the upward mobility of disadvantaged workers is presented. The paper industry was chosen for case analysis because of the nature of the upgrading problems, the vast adjustments required by the Civil Rights Act of 1964, and the fact that these ABE programs have been operational for several years. The programs studied were utilized by companies in an attempt to increase the potential for promotion of Negroes who were originally employed for unskilled jobs and consigned to permanent occupation of those jobs. The objective was to improve the educational qualifications of such employees so that they could handle jobs on progression lines or in maintenance. Results were: (1) The ABE programs promised more than they could deliver; and (2) The relation of training to promotion was neither brought out carefully beforehand nor demonstrated after the programs were in effect. The followin;

points were also brought out: (1) Relatively few Negro disadvantaged workers completed the courses; (2) Those who completed the courses showed little improvement in arithmetic and virtually none in reading; (3) There was no relationship between the taking of courses, improvement in test scores, and job advancement; (4) The packaged courses disregarded the cultural characteristics of the trainees; (5) Programmed teaching methods were largely unsuccessful; and (6) The particular conditions and incentives were not such as to produce successful literacy training. (Author/CH)

ED062510# VT014438
SUIC: IMPROVING OPPORTUNITIES THROUGH IN-PLANT TRAINING. Skill Upgrading in Cleveland, Ohio.
Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.
Report No.-DLMA-82-37-69-04-1
Pub Date-Mar 70 Note-72p.
Available from-National Technical Information Service, Springfield, Virginia 22151 (PB 199 515, MF $0.95; see catalog for hardcopy price)
Document Not Available from EDRS.
Descriptors-*Disadvantaged Groups/Employment/*Employment Opportunities/*In-Plant Programs/Job Satisfaction/Job Training/Manpower Development/Models/Occupational Mobility/On-the-Job Training/*Program Evaluation/Skill Development/*Underemployed
Identifiers-Cleveland/High Intensity Training/HIT
Skill Upgrading in Cleveland (SUIC) is one of three manpower training and upgrading organizations which was funded to replicate and further test the High Intensity Training (HIT) model for upgrading undermployed workers. This report is a summary of activities aimed at upgrading, low-skill, low-wage workers within a plant setting and with small jumps in job classifications and pay increase guarantees. An evaluation of these activities led to several findings which included: (1) A total of 282 low-skill, underemployed workers were trained through the model, (2) The average increase in pay received by HIT trainees was 8.44 percent, (3) About 86 percent of all trainees succeeded in moving to a new job either within their company or in another company, and (4) About 67 percent of the trainees were rated by their supervisors as having potential for future advancement. (Author/JS)

ED060435 AC012451
ADULT EDUCATION. Annual Report, National Advisory Council on Adult Education.
National Advisory Council on Adult Education, Washington, D.C.
Pub Date-Mar 72 Note-44p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors-Academic Achievement/Adult Basic Education/*Adult Education/Age/*Career Education/Caucasians/*Correctional Education/Educational Facilities/*Educational Legislation/Federal Programs/Negroes/Older Adults/Participant Characteristics/*Program Coordination/Tables (Data)/Teacher Education/Veterans Education

Identifiers-Title III Adult Education Act

Recommendations of the President's National Advisory Council on Adult Education are the subject of this first annual report. The activities of the Council during its first year are listed. Recommendations for Action are: (1) a higher budget priority for adult education in Fiscal Year 1973, and the development of a Comprehensive Adult Education Act; (2) a single agency to be held accountable for the coordination of all adult education services financed by the federal government; (3) career-oriented education for adults; (4) reactivation of G.I. educational benefits; (5) development of a national plan for adult education programs in correctional institutions; (6) expanded use of local educational facilities to include adults; (7) establishment of educational programs of substance for the senior citizen; and (8) the President establish a Bicentennial Year White House Conference on Adult Education. Appendix A to the report presents data from federally supported adult basic education (ABE) programs. It includes a brief review of 309(b) and (c) projects, and statistics from adult basic education programs. Appendix B presents charts and tables of Instructional Sources of Adult Education; Adults at Full-Time Students; Level of Education: White and Black Adults; and Education and Income: White and Black Adults. (DB)

ED060169 VT010826

UPGRADING THE UNDEREMPLOYED IN THE WORK ENVIRONMENT: VOLUME 1 THROUGH 4 AND SUMMARY OF THE 4-VOLUME REPORT. FINAL REPORT.

Skill Achievement Inst., Lake Success, N.Y.

Spons Agency-Department of Labor, Washington, D.C.

Pub Date-31 Jul 69 Note-1,043p.

Available from-Humanic Designs Corporation, 1615 Northern Boulevard, Manhasset, New York 11030 (No charge until current supply is exhausted)

EDRS Price MF-$1.71 HC-$52.69 PLUS POSTAGE

Descriptors-Annotated Bibliographies/*Culturally Disadvantaged/Demonstration Project/Employers/*Entry Workers/In-Plant Programs/Job Skills/*Job Training/Manpower Development/*Promotion (Occupational)/*Underemployed

Identifiers-High Intensity Training

This is a report on 18 months of work done in an experimental and demonstration project designed to develop ways to meet in-plant skill needs by upgrading the job skills of entry level (mostly minority group) workers and by improving capacity for better employee-supervisor relationships. Project activity took place in three cities--Newark, Baltimore, and Cleveland. Overall coordination was performed by Skill Achievement Institute, a group of manpower specialists who had cooperated on a feasibility study and in a 2-year upgrading project in New York City. The project contracted with employers to design upgraded jobs, to design and deliver training for employees to be upgraded, and to develop employer capability to carry on the upgrading technique, called High Intensity Training, in the plant during paid time, with guaranteed promotions and raises. The report is divided into five separate volumes, which include "An Applied Model for Project Management," "Guidelines for Marketing and Sales," "High Intensity Training Methodology," "An Analysis of the Short Range Impact of High Intensity Training," and a summary volume, which contains an annotated bibliography. (BC)

ED058406# VT014312
UPWARD MOBILITY FOR THE UNDERMPLOYED WORKER. ISSUES AND PROBLEMS SERIES: MANPOWER AND MOBILITY I.
Clarke, John
Humanic Designs Corp., Manhasset, N.Y.
Spons Agency-Manpower Administration (DOL), Washington, D.C.
Report No.-DLMA-82-34-70-04-1
Pub Date-11 Jun 71 Note-91p.
Available from-National Technical Information Service, Springfield, Virginia 22151 (PB 201 148, MF $0.95; See catalog for hard copy price)
Document Not Available from EDRS.
Descriptors-Educational Programs/Employment Opportunities/Federal Legislation/*Job Training/*Manpower Development/Manpower Utilization/*Occupational Mobility/Promotion (Occupational)/Seminars/*Underemployed
Two seminars were held to provide professional staff of the Humanic Designs Corporation, faculty of selected schools of business administration, labor union leaders, and executives of corporations engaged in manpower and training programs an opportunity to exchange information on upgrading theory and practice, thereby contributing to the development of new concepts and manpower policy. Some issues discussed in the first seminar attended by representatives of labor unions were: (1) upgrading and upward mobility in a period of economic downturn, (2) trainee selection procedures, and (3) the role of labor unions vis-a-vis employers in sponsorship of worker upgrading programs. Discussions during the second seminar attended by executives and officers of corporations centered around these topics: (1) Conditions of labor supply and demand which must exist in order to prompt employers to undertake upgrading of workers without reimbursements, (2) Guarantees of returns needed from the upgrading of workers in order to stimulate investmen in an upgrading program, and (3) Adequacy of the proposed reimbursement in Title II of the Comprehensive Manpower Act (H.R. 19519). (SB)

ED057265 AA000758
STUDY OF ADULT VOCATIONAL EDUCATION PROGRAMS IN THREE CITIES. FINAL REPORT.
Analytic Systems, Inc., Vienna, VA.
Spons Agency-Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
Contract-OEC-0-70-4887(358)
Pub Date-24 Sep 71 Note-220p.
EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE
Descriptors-Academic Achievement/*Adult Vocational Education/Caucasians/City Officials/Cost Effectiveness/Counseling Services/Data Collection/*Decision Making/Educational Planning/Employment/Financial Support/Industry/Males/Mass Media/*Program Evaluation/Research/School Systems/Student Characteristics/*Urban Areas/*Vocational Education
Identifiers-Cleveland/Philadelphia/San Francisco
A study was conducted in three cities (Philadelphia, Cleveland, and San Francisco), selected to represent a cross section of major cities based on resident socioeconomic characteristics, industrial base, and school system

configuration. The effect of the decision of local school administrators concerning the critical needs of the community with respect to how these decisions shaped Adult Vocational Education (AVE) programs in these cities was studied. AVE students were questioned, and the following data were collected: (1) 72% of males were white; (2) 67% of males had completed 12 or more years of school; (3) 84% of males were employed; (4) Major reason for attending was job upgrading. It was found that lack of financial assistance hampered most programs. However, present AVE programs could be expanded and operated for a minimum amount of money if the disadvantaged group were recruited and safeguards were devised to prevent local school systems from utilizing the AVE money for other purposes. The AVE program in two of the cities studied is a small part of a large adult program that has no direct ties to other vocational training. Other findings of this study are: (1) None of the programs has in the past utilized a formal planning process for guiding program development; (2) No descriptive data on students presently collected; (3) Guidance is limited to course selection and scheduling problems; and (4) The thrust of current programs is such that job development is unnecessary. (Author/CK)

ED052345# VT013413

NATIONAL EVALUATION OF OPERATION MAINSTREAM. PHASE I: THE GREEN THUMB-GREEN LIGHT PROGRAM. FINAL REPORT FOR PHASE I OF III.

Berry, Dale W., et al.

Kirschner Associates, Inc., Albuquerque, N. Mex.

Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No.-MEL-71-04a

Pub Date-Jan 71 Note-235p.

Available from-National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 197609, MF $0.95; see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors-Community Programs/Cross Sectional Studies/Data Analysis/*National Programs/*Older Adults/*Program Evaluation/Sampling/*Unemployed/*Vocational Education

Identifiers-Green Thumb-Green Light Program (The)/*Operation Mainstream

This evaluation report on the Green Thumb program is the first in a series of three reports that will constitute a comprehensive evaluation of Operation Mainstream (OM). Operation Mainstream is a collection of programs designed to employ as enrollees poor, chronically unemployed adults. This evaluation relies primarily on cross-sectional and before-and-after analysis to determine program impact within the sample OM communities. The report evaluates the Green Thumb-Green Light Program on two levels: (1) the degree of correspondence between program goals and the Congressional intent for the Mainstream program, and (2) the effectiveness of program design and operation in achieving program objectives. Recommendations are: (1) The basic strategy and emphasis of the program should be modified so that the program provides more services of direct benefit to the poor and aged; (2) Consideration should be given to the strategy of concentrating efforts

and resources in order to intensify impact and to facilitate administration; (3) The advisory committee should be strengthened; (4) Supportive services should be given more effort; (5) Annual medical examinations and safety training should be insured; and (6) Procedures should be instituted to insure that enrollees understand the reasons for their terminations. (GB)

ED048976 52 RC005216

EXPANDING VOCATIONAL EDUCATION CURRICULUMS TO MEET THE NEEDS OF DISADVANTAGED YOUTH AND ADULTS IN RURAL AREAS. INSTITUTE IV, FINAL REPORT.

Wall, James E.; Shill, James F.

Mississippi State Univ., State College; North Carolina State Univ., Raleigh.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-9-0472

Grant-OEG-0-9-430472-4133(725)

Pub Date-Dec 70 Note-260p.; Report on Institute IV of the National In-Service Training Multiple Institutes for Vocational and Related Personnel in Rural Areas, Mississippi State University, State College, Mississippi, July 20-31, 1970

EDRS Price MF-$0.76 HC-$13.32 PLUS POSTAGE

Descriptors-*Adult Vocational Education/Curriculum Enrichment/*Economically Disadvantaged/*Program Improvement/Rural Areas/*Rural Youth/Social Mobility/Vocational Development/*Vocational Education

Institute IV of a series of training institutes for vocational and related personnel in rural areas focused on increasing the social mobility potential of disadvantaged rural youth and adults by providing opportunities for improving occupational entry and advancement. Specific objectives of the institute were to offer participants opportunities (1) to develop or improve abilities to define and identify needs of the rural disadvantaged; (2) to develop specific content and methods for use in training the rural disadvantaged; (3) to assess changes in attitudes toward work, aspirations, and self-esteem; and (4) to develop post-training procedures, structures, and relationships necessary for securing satisfactory occupational adjustment and advancement. Recommendations included that consideration be given (1) to obtaining or producing curriculum materials at reading levels commensurate to disadvantaged students' abilities, (2) to funding projects in which teachers of the disadvantaged and their students are utilized in developing and testing materials, and (3) to funding a project to study the sequential aspects of vocational-technical curriculum elements. Institute procedures and evaluation, a list of participants, and the texts of 17 presentations are included in the report. (JH)

ED048975 52 RC005215

MODIFYING PROGRAMS OF VOCATIONAL EDUCATION TO MEET THE CHANGING NEEDS OF PEOPLE IN RURAL AREAS. INSTITUTE III, FINAL REPORT.

Eaddy, Vanik S.

Auburn Univ., Ala.; North Carolina State Univ., Raleigh.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-9-0472

Grant-OEG-0-9-430472-4133(725)

Pub Date-Dec 70 Note-155p.; Report on Institute III of the National In-Service Training Multiple Institutes for Vocational and Related Personnel in Rural Areas, Auburn University, Auburn, Alabama, April 5-10, 1970

EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

Descriptors-*Adult Vocational Education/Community Coordination/Curriculum Development/*Educational Needs/Educational Technology/Human Resources/*Program Improvement/*Rural Youth/*Vocational Education/Vocational Rehabilitation

The central purpose of Institute III was to bring together a task force of vocational and related personnel serving rural areas throughout the United States to consider the modification of existing programs to meet the changing needs of rural people. Specific objectives were (1) to identify and assess the educational and vocational training needs of rural youth and adults; (2) to develop a framework for organizing and developing vocational curriculum, courses of study, and units of instruction designed to meet the needs of rural people; (3) to determine the appropriate human, physical, and financial resources needed to conduct vocational education programs; (4) to develop precision in selecting and using the most effective educational technology in planning and conducting these programs; and (5) to plan ways to secure the cooperation and coordination of school personnel, parents, businessmen, and others for vocational education programs. Institute methods and procedures, major presentations and working papers, and conclusions and recommendations are included in this report. (JH)

JOURNAL ARTICLES

EJ112248 CG508265
UPDATING AND MIDCAREER DEVELOPMENT AND CHANGE
Dubin, Samuel S. Vocational Guidance Quarterly; 23; 2; 152-157 Dec 74
Descriptors-*Occupational Guidance/*Career Change/*Vocational Maturity/*Adult Education/Research Projects/Counseling/Jobs
This article describes a model for updating and midcareer development and change. The model consists of motivation and work environment variables. (Author)

EJ107147 CE502211
COMMENTARY: CAREER EDUCATION: COOPERATIVE ADULT CAREER EDUCATION PROGRAMS
Barton, John C.; Moore, Allen B. Business Education World; 55; 2; 27 Nov/Dec 74
Descriptors-*Adult Education/*Cooperative Programs/*Resource Materials/*Career Education/*Research Projects/Educational Legislation/Vocational Education/School Industry Relationship
Identifiers-The Center for Vocational Education/CVE
The article identifies some new legislation designed to encourage educational/business/industrial cooperation and also describes a project which will develop guidelines for adult career education programs. (EA)

EJ098910 CE501232
COMPETENCY BASED EDUCATION: IS IT APPLICABLE TO ADULT EDUCATION PROGRAMS?
Hertling, James E. Adult Leadership; 23; 2; 50-2 Jun 74
Descriptors-*Performance Criteria/*Adult Education/*Educational Problems/*Performance Based Education/Performance Factors/Adult Education Programs
Competency based education is particularly suited to adult education programs because adults often possess practical experience which may enable them to demonstrate sufficient specific competencies without taking formal coursework. While this approach to adult education programs has several advantages, seven problem areas should be carefully considered before program implementation. (AG)

EJ087408 CE500249
PAID EDUCATIONAL LEAVE: EXAMPLES OF NATIONAL PRACTICE
Convergence; 6; 2; 71-86 73
Descriptors-*Adult Education/Fringe Benefits/*Labor Education/Labor Legislation/Leave of Absence/Refresher Courses/*Retraining/*Vocational Education

National Laws and practices regarding paid educational leaves are reviewed based on questionnaire responses from sixty-one member states of the International Labour Office. (MS)

EJ080206 VT504971
TRY IT, YOU'LL LIKE IT: T&I ADULT EDUCATION IN PARTNERSHIP WITH INDUSTRY
Ribbens, Harvey American Vocational Journal; 48; 5; 41 May 73
Descriptors-*Adult Vocational Education/*School Industry Relationship/*Skill Centers/*Trade and Industrial Education/Vocational Retraining/Vocational Education/Machine Tool Operators/Newspapers Furniture Industry
Identifiers-*Kent Intermediate School District

EJ068512 VT504294
PERFORMANCE GOALS FOR ADULT EDUCATION
Miller, Ernest E. Business Education Forum; 27; 2; 25-27 Nov 72
Descriptors-*Adult Education/*Behavioral Objectives/Business Correspondence/*Business Education/*Typewriting
Identifiers-*Instructional Modules

EJ058500 AC501943
EMPLOYER PREFERENCES FOR PROGRAMS TO TRAIN AND EMPLOY THE HARD-CORE JOBLESS
Holley, William H., Jr. Training and Development Journal; 26; 6; 8-12 Jun 72
Descriptors-Educational Programs/*Employer Attitudes/*Employment Problems/Government Role/*Job Training/Program Evaluation/Surveys/Training Objectives/*Unemployed
Reports the results of survey conducted among private employers and personnel managers in Birminghan, Alabama. (MB)

EJ025603 CG501912
FACTORS RELATED TO SUCCESS IN AN MDTA PROGRAM
Poppelbaum, Martha C. J Employment Counseling; 7; 3; 113-120 Aug 70
Descriptors-*Adults/*Culturally Disadvantaged/Educational Programs/Individual Characteristics/*Job Training/*Success Factors
This study attempted to relate selected defined factors to success in a Manpower Development Training Center Program. Subjects were disadvantaged or culturally deprived adults in a training course consisting of vocational and remedial education phases. Stated interests, previous steady employment, previous education level, age at completion or aptitude test score were not related to success in the program. (Author/KH)

CURRENT PROJECT

VTP 2053

Title: An Analysis of Characteristics of the Arkansas Unemployed with Implications Vocational Education.

Principal Investigator:	Bob Morgan
Recipient Institution:	Arkansas Employment Security Division, Capitol Mall, Little Rock, Arkansas 72201
Start-End Dates:	April 28, 1975 to August 31, 1975
Annual Funding:	$18,000.00
Sponsoring Agency:	Arkansas State Board for Vocational Education, Little Rock
Contract and/or Control No.:	No data

Summary of Project: The purpose of this study is to obtain certain social and economic characteristics of a select universe of Arkansas Unemployment Insurance Claimants and to analyze these characteristics in terms of potential vocational education implications. The basic method that will be used in conducting the study is the questionnaire survey technique. A sample questionnaire is included in the proposal. The ESD-Ark-603 forms for March will be utilized as the basic sampling frame. These forms contain a random 20 percent sample of claimants filing a continued claim during the week of March 19. This sample will be reduced to conform to the description in the "Scope of the Study" section. This actual sample size will be chosen to insure a 25 percent relative error of the estimate at a minimum cell size of two percent at the statewide level.

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For additional information concerning Current Project, consult the sponsoring agency or institutions at which the work is being conducted.

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